

Name _____ Date _____ Teacher _____

Third Grade Module 4: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer.	Evidence of some reasoning with an incorrect answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
(1 Point)	(2 Points)	(3 Points)	(4 Points)

Module 4: End-of-Module Assessment								
Question	Domain				Standards			
	Measurement and Data				3.MD.5a	3.MD.5b	3.MD.6	3.MD.7a
1	1	2	3	4				X
2	1	2	3	4		X	X	X
3	1	2	3	4				X
4	1	2	3	4	X	X		X

Domain Score	Measurement and Data	
Total Points		
Level	4	14-16 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Third Grade Module 4: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–D) Clusters and Standards Addressed

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- 3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement.
- A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- 3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- 3.MD.7** Relate area to the operations of multiplication and addition.
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.